LESSON PLAN

Course Description

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| Teacher: | Danielle Grayson | Course: Math Methods | | Department: |
| Grade Level: | Kindergarten | Total Students:18 |  | Date: 9/26/14 |
| Time/Period: | 10:00am-10:30am | | | |
| Topics: | Number matching and counting | | | |

# ***PA Common Core Standards***

***Referenced from*** <http://www.pdesas.org/> ***for PA State approved academic standards (Grade-specific Numbers & Descriptions)***

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| CC.2.1.K.A.1 Know number names and write and recite the count sequence.  CC.2.1.K.A.2 Apply one- to one correspondent to count the number of objects.  K.CC.4.a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. |

## Objectives

***Objectives correspond with PA State Common Core Standards listed above (SWBAT…)***

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| SWBAT: Match clothes pins with corresponding words, while practicing reciting number names. |

***Lesson Introduction: (5-7 min)***

***(Activate background knowledge & set purpose)***

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| To start my lesson I will use my math manipulatives, which are the same as the children’s only larger, and show them how the game is played. I will then draw sticks and allow the students to come up to the front and give an example. When I see that all of my students understand the game I will pass out the materials and allow them to play on their own. |

***Activities/Procedures: (25-30min)***

### Lesson Plans are conducive to student achievement and focus on PA State CC standards and objectives

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| Each student will be given 10 worms with dots on them and 10 clothes pins with numbers on them. The children must attach the pins to the worm with the same amount of dots as listed on the clothes pin. After the student attaches the pin they must count from the number that the pin reads up to 10. For example, if the child picks the worm with **. . .**, they must find the clothes pin that reads, 3. After they attach the pin they need to count from 3 to 10. |

***Closing& Assessment: (5-7 min)***

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| As a class go over what our game taught us. I will give sentence starters such as, “Today this game taught me that….” And “Before today I did not know that….” |

***Assessment Procedures:*** *(check all that apply)*

### Structure should simulate PSSA testing format to assist with PSSA test prep

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Formative | | | | Summative | | | |
| x | Guided Practice | x | Participation |  | ***Unit/Chapter Test*** |  | PSSA Type Questions |
|  | Enrichment |  | PSSA Type Questions |  | ***Oral Presentation*** |  | Notebook Check |
|  | Homework |  | Notebook Check |  | ***Research Project*** |  | Authentic Assessment |
| x | Group Work |  | Authentic Assessment |  | ***Technology*** |  | Other: |
|  | Rubric |  | Other: |  | ***Rubric*** |  |  |
| x | Independent Practice |  |  |  | ***Portfolios*** |  |  |

## Materials/Resources

### List of resources used and incorporated into activity and assessments, attach any teacher made materials and/or worksheets

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| --- | --- | --- | --- |
|  | Text Book: |  | Other: 10 clothes pins  10 worms made by teacher |
|  | Graphic Organizer/Handouts(s): |  |  |
|  | Technology: |  |  |
|  |  |  |  |

***Accommodations***

*(IEP/Child specific)*

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| --- | --- |
| Student X has ADHD and has trouble focusing while others are loud around him. I will place student X in a seat next to my desk in order for him to be able to focus on the game and gain extra help from me. |  |
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***Differentiated Instruction***

*(Easier/Support & Harder/Enrichment)*

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| --- | --- |
| For 3 of my students I will give them 5 worms and 5 clothes pins rather than the 10 that I would give to the rest of my students. |  |
| For my one student that does not like too much stimulation I will create this game using only black and white paper and markers. |  |
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***Notes for the Substitute***

If there are any problems please contact me at 555-555-5555. If it is urgent contact the principal at extension 234.

In accordance with Neumann University educational guidelines for emergent teachers please describe how the following INTASC Principles were reflected in your lesson plan and the delivery of the lesson.

**INTASC Principles**

**Interstate New Teachers Assessment and Support Consortium**

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| **INTASC 1: Making content meaningful** |
| * The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of subject matter meaningful for students. |
| Evidence/Reflection: |
| **INTASC 2: Child development and learning theory** |
| * The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development. |
| Evidence/Reflection: |
| **INTASC 3: Learning styles/diversity** |
| * The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. |
| Evidence/Reflection: |
| **INTASC 4: Instructional strategies/problem solving** |
| * The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills. |
| Evidence/Reflection: |
| **INTASC 5: Motivation and behavior** |
| * The teacher uses an understanding individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagements in learning, and self-motivation. |
| Evidence/Reflection: |
| **INTASC 6:** **Communication/knowledge** |
| * The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. |
| Evidence/Reflection: |
| **INTASC 7:** **Planning for instruction** |
| * The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals. |
| Evidence/Reflection: |
| **INTASC 8**: **Assessment** |
| * The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. |
| Evidence/Reflection: |
| **INTASC 9:** **Professional growth/reflection** |
| * The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. |
| Evidence/Reflection: |
| **INTASC 10:** **Interpersonal relationships** |
| * The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being. |
| Evidence/Reflection: |